

Department for Education

External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Kalangadoo Primary School

One-year return conducted in November 2019



On-track evaluation process

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

The purpose of the External School Review (ESR) is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in government schools.

All government schools are externally reviewed over a 3 year cycle. After the review the principal and the governing council chairperson receive a written report with a number of directions for improvement.

A copy of the ESR report is available on the school website.

The External School Review framework is referenced throughout all stages of the ESR process.

In some cases, when the review panel identifies limited achievement and growth, together with evidence about the school's capacity for systematic improvement, a school is advised that they will be visited again in 1 rather than 3 years' time (1 year return).

Schools with a 1 year return are assisted by the education director and other department staff to receive additional coordinated and targeted support. This intervention is focussed on building the school's capacity to improve teaching and learning across the school, lift expectations and achieve improved student learning results as measured against the Department for Education Standard of Educational Achievement (SEA).

Following intervention, which occurs for 12 to 15 months after the ESR, a review panel conducts an On-Track Evaluation (OTE) to determine the extent to which the school has, with external support, developed sustainable internal capacity to improve effectiveness and raise student achievement.

The school's Site Improvement Plan (SIP) is the main document used to inform the OTE.

This OTE visit was conducted by Phil Garner, Review Officer of the department's Review, Improvement and Accountability directorate, and Shane Misso, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Kalangadoo Primary School in July 2018.

Directions from the External School Review report - November 2019

Direction 1 Maximise student engagement and potential achievement through collective inquiry into, and implementation of, teaching strategies that enthuse students and inspire active participation in purposeful learning.

Direction 2 Develop and implement whole-school approaches to literacy and numeracy, and connect and collaborate with other sites to provide ongoing learning opportunities.

Additional information about the school context

The principal has advised that school enrolments have slightly increased from 20 students at the time of the 2018 review to 21 students.

The school has been re-classified as a Category 2 school from a Category 4 on the departments' Index of Educational Disadvantage.

The school has been operating a reception to year 2 class and a year 3 to 7 class in 2019, which is a change from one reception to year 7 class in 2018.

Two new, experienced part-time teachers have been appointed this year for the year 3 to 7 primary class.

Development of a Site Improvement Plan

The principal has advised that the SIP was developed in consultation with the teaching staff, the governing council and the education director. The SIP incorporates all directions provided in the 2018 review.

The plan was sent to the Executive Director, Partnerships, Schools and Preschools, in term 1, 2019.

Strategic support provided to the school over the past 12 months

The principal has advised that the Local Education Team (LET) has provided ongoing support to the principal and the teaching staff throughout 2019.

Support included:

- Professional leadership guidance and mentoring from the education director and principal consultant.
- Expert advice, coaching and mentoring for teaching staff on evidenced-based, pedagogical practices from the literacy coach and the partnership Senior Leader, Learning Improvement Primary (SLIIP).
- Professional partnership school collaboration opportunities, including a writing focus project, occurred this year meeting the professional learning needs of the school.

Evidence and evaluation referenced to directions in the school improvement plan

Direction 1 Maximise student engagement and potential achievement through collective inquiry into, and implementation of, teaching strategies that enthuse students and inspire active participation in purposeful learning.

On-track evidence

- Student data is being effectively used to monitor and track student progress, and identify the next steps in learning. Significant gains in student growth is evident from the achievement data
- Analysis of data is a permanent item on staff meeting agendas and provides the opportunity for all staff to critically analyse student growth and progress, and subsequently influence the design of learning
- Clear learning design processes with an emphasis on explicit teaching, 'I do, we do, you do' was evidenced
- Dialogic discussions in both classes provides opportunities for deeper learning
- Effective use of formative assessment and feedback strategies including high level questioning and response, continuous verbal feedback and individual conferencing with students
- All student learning tasks were assessed with a balance between formative feedback and positive encouragement
- Teaching and learning tasks are differentiated and based on the individual learning needs of students
- Student goal setting is highly effective, consistent and an embedded practice in both classes
- The Student Services Officers (SSOs) student intervention program is structured, purposeful and collaborative, with teachers designing the learning for students
- Students are positively engaged in their learning and developing a clear understanding of where they are in their learning journey.

Review panel evaluation

The strategic focus on analysing student assessment data is enabling teachers to provide individualised learning programs for all students. Combined with the dynamic and fluid approach to tracking student progress and growth, it provides a catalyst that drives the school's improvement agenda.

Literacy and numeracy progressions, use of best practice papers and guidebooks are providing teachers with tools that enable the development of quality learning design and opportunities for students to be effectively engaged and challenged in their own learning.

While the school has made significant progress with this direction, it is important that the focus on understanding the learning needs of students and tailoring the design of learning to engage and challenge students continues to be a strong focus for the school.

Throughout 2019, the school has been committed and focused on the achieving the ESR directions. Governing council representatives believe there now exists a need and an opportunity to strategically share the school's progress and good practices with the school community and develop closer relationships.

Key action to incorporate into the school's planning

To support involvement and improvement in student learning, develop effective strategies that enable families to be involved as partners in their child's learning at school and home.

Direction 2 Develop and implement whole-school approaches to literacy and numeracy, and connect and collaborate with other sites to provide ongoing learning opportunities.

On-track evidence

- The inclusion of literacy and numeracy progressions in the assessment process is assisting teachers and students in curriculum monitoring and targeted next steps in learning
- The teaching of phonics and phonological awareness has been a school focus and is showing signs of having a positive effect on student achievement
- Literacy blocks have been successfully established providing consistency of practice and routine
- Guided reading sessions, while only recently introduced, have the potential to improve student achievement in reading
- The approach to improving vocabulary is indicating significant student progress
- The writing approach implemented across both classes is providing students with consistency of practice and engaging them positively with the writing process
- Recent professional collaboration with partnership schools has led to the development of the 'writing ladder' that enables teachers and students to moderate their writing against exemplars and learning progressions with positive outcomes observed
- Phonics, phonological awareness, comprehension and a focus on readers' theatre is having a positive effect on student achievement in reading
- Staff are very positive about the links they are having with local schools and shared their experiences with the panel.

Review panel evaluation

The school has made significant progress in the development and implementation of evidenced-based pedagogical approaches in literacy and numeracy. A strategic focus on the Big Six in reading, in particular phonics and phonological awareness, is providing the school with direction and having a positive effect on student learning and achievement. Supported by the literacy coach in the development of the daily reading block, staff are experiencing positive improvement in student engagement and learning. This early success in motivating staff to further invest in building their capacity to provide high quality learning opportunities for their students.

Whole-school literacy and numeracy agreements have been collaboratively developed, however the principal indicated that they continue to be a 'work in progress' under constant review. While these do provide some basis for consistency of practice, the school would benefit from professional advice around the dynamics of effective literacy and numeracy agreements.

Key action to incorporate into the school's planning

Develop and implement effective and whole-school literacy and numeracy agreements that provide teachers with a consistent and coherent approach to effective teaching and learning.

Outcomes of the On-Track Evaluation

Based on the evidence provided, Kalangadoo Primary School is on-track to effectively implement the External School Review directions.

The review panel found that:

- The influence of previous ESR directions is evident in the school's improvement planning with processes both evidence-based and targeted
- The school has demonstrated growth in student achievement that is at or above what would be reasonably expected of a school in a similar context
- Effective teaching is consistently practiced and actively engages and challenges students with teachers analysing feedback and assessment data to design differentiated learning
- The school is providing effective conditions for student learning
- Effective leadership provides strategic direction, planning and targeted interventions.

The principal will continue to work with the education director to implement the directions of the External School Review Report of July 2018, referenced against the On-Track Evaluation process and the key actions.

The education director will continue to ensure coordinated, targeted and systematic support is provided to the school for the next 12 months.

Based on the school's current performance, Kalangadoo Primary School will be externally reviewed again in 2021.



Andrew Wells
A/DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

Jess Judd
PRINCIPAL
KALANGADOO PRIMARY SCHOOL

GOVERNING COUNCIL CHAIRPERSON